

Focus Priority 3	All pupils make at least expected in year progress for Mathematics (EY-Y6)
<p>What will be different for children (emphasise learning &amp; achievement)?</p> <p>Ofsted category cross reference:</p> <p>Leadership and management</p> <p>Quality of teaching</p> <p>Outcomes for pupils</p>	<p>All children will make expected progress taking into account their starting points. Some will make accelerated progress and where expected progress is not achieved interventions will be in place to support children to catch up.</p> <p>There will be a wider range of mathematical activities across all areas of learning in FS1 and FS2.</p> <p>All classes will have mathematical working walls and children will have access to a range of resources to support their learning of mathematics.</p> <p>The purchase of Numicon resources to ensure that children have concrete resources to support their learning.</p> <p>SAS tracking will identify gaps in knowledge and in class intervention will be used to ensure a culture of 'keep up' rather than 'catch up' is seen across the school and these will inform booster groups and rapid, precise intervention.</p> <p>Teachers will use SAS assessment to inform planning which will embed next steps learning. This will be reflected through informative developmental marking in an age appropriate way across all three key stages.</p> <p>Times tables regularly practiced in class across key stages 1 and 2 with children working towards awards when secure knowledge is in place. The awards will be embedded as part of the weekly celebration assembly.</p>

Maths Targets						Success criteria																									
<p>Years 1345 attainment and progress is assessed and measured using Teacher Assessment (SAS). The Yellow columns indicate the attainment baseline and attainment for the end of year. The blue columns show % of children actually achieved ARE at that point.</p>						<p>Children will be able to talk about their mathematics, identifying their strengths and what they need to improve.</p>																									
<table border="1"> <thead> <tr> <th>Year Group</th> <th>Baseline ARE attainment July 2017</th> <th>ARE attainment July 2018</th> <th>December 2017</th> <th>April 2018</th> <th>July 2018</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>5.71</td> <td>12.71</td> <td>Target 7.71 Actual 7.57</td> <td>Target 10.21 Actual 9.57</td> <td>Target 12.71 Actual 11.14</td> </tr> <tr> <td>3</td> <td>16.08</td> <td>23.08</td> <td>Target 18.08 Actual 17.67</td> <td>Target 20.58 Actual 19.75</td> <td>Target 23.08 Actual 22.09</td> </tr> <tr> <td>4</td> <td>20</td> <td>27</td> <td>Target 22 Actual 21.8</td> <td>Target 24.5 Actual 24.4</td> <td>Target 27 Actual 27.8</td> </tr> <tr> <td>5</td> <td>22.13</td> <td>29.1</td> <td>Target 24.1 Actual 23.53</td> <td>Target 26.6 Actual 24.9</td> <td>Target 29.1 Actual 28</td> </tr> </tbody> </table>	Year Group	Baseline ARE attainment July 2017	ARE attainment July 2018	December 2017	April 2018	July 2018	1	5.71	12.71	Target 7.71 Actual 7.57	Target 10.21 Actual 9.57	Target 12.71 Actual 11.14	3	16.08	23.08	Target 18.08 Actual 17.67	Target 20.58 Actual 19.75	Target 23.08 Actual 22.09	4	20	27	Target 22 Actual 21.8	Target 24.5 Actual 24.4	Target 27 Actual 27.8	5	22.13	29.1	Target 24.1 Actual 23.53	Target 26.6 Actual 24.9	Target 29.1 Actual 28	<p>Children will all make expected progress in maths this year, some will make more than expected.</p>
Year Group	Baseline ARE attainment July 2017	ARE attainment July 2018	December 2017	April 2018	July 2018																										
1	5.71	12.71	Target 7.71 Actual 7.57	Target 10.21 Actual 9.57	Target 12.71 Actual 11.14																										
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<p>Years 2 and 6 are assessed using summative assessments. The yellow columns indicate baseline and target attainment. The blue columns show % of children actually achieved ARE at that point.</p>						<p>Children who are falling behind will be targeted to catch up.</p> <p>Children will know what mathematical skills they are learning and how they can be successful.</p>																									

Year Group	Baseline attainment July 2017	Target Key Stage attainment July 2018	MS 1 Nov 17	MS 2 Jan 18	MS 3 April 18	MS 4 July 18
Y2	2016 EYFS Maths EXP+=64% GDS=0%	NS 71%  GDS 14%	Target 7% Actual 7%	Target 21% Actual: 23%	Target 43% Actual: 54%	Target 71% Actual 69%
			Target 0% Actual 0%	Target 0% Actual 0%	Target 7% Actual 0%	Target 14% Actual 0%
Y6	KS1 APS starting point has been used to forecast the % who need to reach EXP+ and GDS. 11 pupils	NS 82%  GDS 27%	Target 18% Actual 18%	Target 36% Actual 18%	Target 54% Actual 40%	Target 82% Actual 60%
			Target 18% Actual 18%	Target 18% Actual 9%	Target 27% Actual 20%	Target 27% Actual 20%

A range of mathematical opportunities will be evident in a range of areas across the curriculum and this will be shown in books and in planning.

Awards for times tables will be part of the Friday awards assembly.

Early Years (F2) children are assessed against the Development Matters Statements for maths

Early Years (9 children)	Baseline attainment October 2017	Target attainment July 2018	December 2017	April 2018	July 2018
% children at age bands for maths	22-36 - 11% 30-50 - 77% 40-60 - 11%	40-60 - 11% ELG - 77% ELG Exc - 11%	22-36 11% Actual - 11% 30-50 -11% Actual - 11% 40-60 - 77% Actual - 77%	30-50 - 11% 40-60 - 44% ELG - 44% ELG Exc -	40-60 - 11% ELG - 77% ELG Exc -11%

Key People	Funding & Resources				
Kate Cleaver – maintain overview and focus All teaching staff Numincon resources and training	<ul style="list-style-type: none"> <li>Numincon resources for all classes and for intervention groups.</li> <li>Introduction of White Rose and the implementation of this.</li> <li>£700</li> </ul>				
Actions /Tasks (and those responsible)		Who?	Who monitors /evaluates?	When	Check
SAS tracking to inform timely intervention and inform booster groups to accelerate progress.		NB, KP, LB	KC/RH	Termly	Dec 17, Feb 18 April 18

Analysis of maths test papers in year 6 to ensure high quality targeted intervention.	NB, RH	KC/RH	Termly	Dec 17, Feb 18 April 18
Ensure that all teaching staff know and understand how to challenge all children. Teacher meetings to be dedicated to sharing good practice and reviewing successful classroom strategies.	NB, KP, LB, JY	KC/RH	Termly	Dec 17, March 18 July 18
Introduction of White Rose programme of study	NB, KP, LB	KC/RH	Sept 17	Oct 17 Dec 17 March 17 July 17
Regular planning and book scrutiny to ensure implantation of White Rose to monitor consistency and impact.	KC	KC/RH	Termly	Dec 17 March 17 July 17
CGP purchased for all children in years 2, 5 and 6. Children to use the books in class and, once established, as a homework tool to consolidate learning at home.	NB, LB	KC/RH	Nov 17	Dec 17
Problem solving and reasoning resources accessed to ensure opportunities to consolidate reasoning skills are varied and frequent.	NB, KP, LB	KC/RH	Termly	Dec 17 March 17 July 17
Ensure that a range of manipulatives are available and accessible in every classroom (FS-Year 6) for children to use to consolidate their learning	NB, KP, LB, JY	KC/RH	Termly	Dec 17 March 17 July 17
To invest in further Numicon resources and training to provide more effective support for MAP and LAP learners	KP	KC	Jan 18	Feb 18
Improved environment and opportunities for mathematics in FS1 and FS2. Dedicated mathematics areas inside and outside the classroom.	JY /UG	KC / RH	Termly	Dec 17 March 17 July 17
Working maths walls in every classroom and access to resources to support learning and independence.	NB, KP, LB, JY	KC/RH	Termly	Dec 17 March 17 July 17
Times tables will be set as homework each week in KS1 and KS2. This will be evidenced in the reading logs that go home daily. Rewards for demonstration of secure knowledge in the weekly celebration assembly.	NB, KP, LB	KC	Termly	Dec 17 March 17 July 17
Teachers to develop investigational approaches to the teaching of core arithmetic skills and plan for at least one outside investigation (traffic study / venn diagrams on the playground / go on an angle hunt etc) each term.	NB, KP, LB, JY	KC / RH	Termly	Dec 17 March 17 July 17

## Evaluation

### December 2017:

SAS tracking shows that progress in maths in years 1,3,4 and 5 is not as fast we had hoped, but teachers are aware of the steps necessary to address this. Pupil progress meetings used as part of the appraisal process

identify the children who are under performing. Measures to further address these progress issues such as small group interventions have been established. This ensures that these children remain a priority focus for the teachers.

In the best lessons effective use of working walls support children's independence and teacher modelling support the pupils to make links in their learning and to deepen and secure their understanding. There are a range of manipulatives available in every classroom and children know how and when to access these. Further Numicon resources have been purchased and these are used in all classrooms, and in intervention sessions.

A multiplication reward scheme was launched early in term 2, but a review of this showed that levels of engagement are still not high enough despite communication with parents; teacher promotion in class and a reward system. The decision was made to further develop the teaching of multiplication and division facts during the school day. The recently established HAT maths co-ordinator group has provided the opportunity to share the way in which other schools teach these facts successfully. Following this meeting resources for 'Tackling Tables' have been purchased and will be launched with children in early February.

The Principal has carried out joint lessons observations with the Head of Primary Education and completed other strands of monitoring and evaluation such as planning and book scrutiny. All members of staff have received feedback from this monitoring and targetted informal support with planning, has enabled individual members of staff to improve the quality of their teaching. One member of staff currently has a bespoke plan of support in place.

The introduction of the White Rose scheme of work for mastery provides a more consistent teaching approach across school. It ensures the pitch of lessons is age appropriate and supports teachers in providing challenge and support for all pupils. This is being used in conjunction with other resources, such as numicon, to ensure that all children have access to suitable practical equipment as required.

The quality and quantity of the teaching of reasoning remains a whole school focus; book scrutiny shows that this is now be taught more frequently and consistently.

**Supporting evidence:**

- Maths lesson observations
- Book scrutiny
- Planning Scrutiny
- Discussion with children

**April 18**

SAS tracking shows that progress in maths in years 1,3 and 5 is slightly lower than we hoped it would be. The progress in year 4 was better than the target and is a pleasing outcome. The appraisal process was used to review the progress of all children and with such small cohorts meaningful, reflective conversations encouraged reflection of the successes of the year and ways in which to continue to drive up standards.

Alongside small group intervention, teachers in years 2 and 6 used past SATs papers to ensure that the children had sufficient practice under test conditions to cope with the examinations. The Head of Primary Education led small group intervention sessions on securing expected for children in year 6. The children responded well to this and the consolidation of key skills was invaluable and the acceleration in progress was clear. While we did fall short of the target, the improvement in levels of progress compared to this time last year is significant.

Anchor charts and working walls are evident in all KS1 and KS2 classrooms; these support children's independence. Teacher modelling support the pupils to make links in their learning and to deepen and secure their understanding. There are a range of manipulatives available in every classroom and children know how and when to access these.

Further Numicon resources have been purchased and these are used in all classrooms, and in intervention sessions.

Tackling Tables resources are now in place in KS2 classes and regularly used in class. The next step is to tighten up the tracking of this and to make pupil packs for the children to take home to practice their tables.

The Principal has carried out joint lessons observations with the Head of Primary Education and completed other strands of monitoring and evaluation such as planning and book scrutiny. All members of staff have received feedback from this monitoring and targeted informal support with planning, has enabled individual members of staff to improve the quality of their teaching. One member of staff remains on a bespoke plan of support. This has led to some improvement in the quality of work in books; differentiation and teacher modelling.

The introduction of the White Rose scheme of work for mastery continues to provide a more consistent teaching approach across school. It ensures the pitch of lessons is age appropriate and supports teachers in providing challenge and support for all pupils. This is being used in conjunction with other resources, such as Numicon, to ensure that all children have access to suitable practical equipment as required.

There has been some deviation from the White Rose scheme in upper KS2 in order to precisely target the gaps and improve outcomes in the end of KS tests. The Head of Primary Education has led weekly intervention sessions for a key group of year 6 pupils to further strengthen their mathematical skills.

The quality and quantity of the teaching of reasoning remains a whole school focus; book scrutiny shows that this is now be taught more frequently and consistently to a better quality.

**Supporting evidence:**

- Maths lesson observations
- Book scrutiny
- Planning Scrutiny
- Discussion with children

**July 18**

SAS tracking shows that progress in maths in years 3, 4 and 5 was at the expected level. The mid year appraisal process in April was used to identify key pupils and ensure that their progress was accelerated. The teacher is aware that progress in year 5 needs to continue accelerate and he has already identified key children who need intervention. These children will be the priority in term 6. The Head of Primary Education led small group intervention sessions on securing expected for children in year 6. The children responded well to this and the consolidation of key skills was invaluable. He worked with 6 children, four of whom got expected and one was a near miss.

Teachers in years 2 and 6 use past SATs papers to ensure that the children had an appropriate amount of practice under test conditions to cope with the examinations in the summer term. Tests were used by the teachers to assess progress towards key stage targets, create a QLA to identify gaps and plan teaching to address these gaps.

Anchor charts and working walls are embedded and part of daily expectations in all KS1 and KS2 classrooms; these support children's independence. CPD to support teacher modelling has enabled the pupils to make links in their learning and to deepen and secure their understanding. There are a range of manipulatives available in every classroom and children know how and when to access these. Opportunities for children to be using and applying have improved, but there is still further development required in this area.

Tackling Tables resources are now in place in KS2 classes and are used daily. As we move in into the next academic year the aim is extend the use of this in home learning and ensure that this essential skill is fully embedded.

The Principal has carried out further joint lessons observations with the Head of Primary Education and completed other strands of monitoring and evaluation such as planning and book scrutiny. All members of staff have received feedback from this monitoring and targeted informal support with planning, has enabled individual members of staff to improve the quality of their teaching. This fed into the appraisal process and each strand of monitoring was reviewed in the final appraisal this term.

The final term saw teachers in year 2 and year 6 reflect on the outcomes for their classes and review key areas of learning in preparation for the new academic year.

The quality and quantity of the teaching of reasoning will remain a whole school focus; book scrutiny shows that this is now be taught more frequently, but children still need to further develop this skills.

**Supporting evidence:**

- Maths lesson observations
- Book scrutiny
- Planning Scrutiny
- Teacher appraisal
- Discussion with children